



## Outcomes Committee Meeting Minutes

Zoom Meeting | 15 September 2020 | 2:30–3:30 p.m.

Attendance: Alyson Cartagena (chair), Sean Hughes, Lawrence Seymour, Melanie Fierro, Cynthia Lewis, Vann Priest, Scott Jaeggi, Stephen Smith (guest), Shaina Phillips, Lisa Acevedo, Sarah Cote, Mike Garabedian, Mike Javanmard, Julio Flores, Kevin Barman, Bonnilee Kaufman, Daniel Osman, Robin Babou

Unable to attend: John Frala, Mark Littrell, Aimee Ortiz, Laura Ramirez, Rachel Garcia, Caroline Durdella, Lisette Acevedo

*NB: Motions and action items italicized in RED.*

I. Welcome	A. The meeting commenced at 2:31 p.m.
II. Minutes Approval	<i>A. It was moved and seconded that the minutes from August be approved.</i>
III. Update: Close The Loop (CTL) Forms	<p>A. There are two different CTL forms—one for last year and one for this year—which are slightly different.</p> <p>B. Outcomes Committee area representatives are encouraged to remind faculty members in their respective areas to be certain to label files correctly, and send them to the right place. Smith asked and Cartagena answered that uploading CTL forms individually instead of as a group is preferred.</p> <ol style="list-style-type: none"><li>1. If a CTL or COAT document is missing from last year (i.e., Fall 2019, reviewing data from 2018–19) these documents should be emailed directly to Cartagena, with a naming convention that lists the course prefix and number, the kind of document, and the due date (e.g., ART 101 CTL Fall 2019).</li><li>2. If working on CTL for this year’s program plan (i.e., Fall 2020 reviewing data from 2019–20), these documents should be uploaded directly to <i>Taskstream</i>, again, with a naming convention that lists the course prefix and number, the kind of document, and the due date (e.g., ART 101 CTL Fall 2020).</li></ol>
IV. Two Issues in Academic Senate	<p>A. Issue 1: There exists a divide between the language in the RHCFA collective bargaining agreement (i.e., “the contract”), and best practices for outcomes work.</p> <p>B. Issue 2: Different departments’ different sizes. In some areas, there are courses with many sections, so there are challenges to get many people together to complete the CTL activities; other areas have many courses but few faculty members to undertake this work.</p> <ol style="list-style-type: none"><li>1. As a reminder, there is an Institutional Effectiveness Committee (IEC) recommendation that relates to this issue: “The Outcomes Committee needs to establish and communicate a protocol or recommendation for small or one-person departments to dialogue about course outcomes assessment and record the dialogue and action plan as part of closing the loop.”</li></ol>

2. Cartagena has reached out to coordinators at sister institutions to find out what they are doing elsewhere. She asked committee members to weigh in on how to accommodate especially smaller departments with many courses but few instructors.

a. Flores noted that in Counseling, one of the frustrations among faculty who participated in the dialogue was that the CTL form did not include opportunities for substantive discussion: faculty members reviewed data that was unambiguous, he said, so there wasn't much to talk about insofar as things like curriculum and pedagogy were concerned. Flores suggested faculty members and the process itself might benefit from the inclusion of more guided or leading questions (e.g., "What did you do in this class, exactly?"), perhaps by way of a narrative to inform the questions on the CTL document. Cartagena asked and *Flores said he would draft a list of brief recommendations*. Lewis agreed with Flores, but suggested if there is more to do, this might discourage participation! The dialogue, she noted, is supposed to be taking place outside of *Taskstream*—it's supposed to be a conversation. Cartagena said she had envisioned not additional questions per se, but perhaps examples of the kinds of conversations IRP is looking for in the *Taskstream* sidebox.

b. Cartagena asked again about how to handle smaller departments, when for example there are just one or two full-time faculty members in one department, how do we help them so they are not overwhelmed by this work? (For example, there are 21 Dance courses and just one full-timer (Cartagena): this results in a workload imbalance. Smith asked whether or not folks in the same division might assist? Cartagena agreed that this solution is viable; Smith said it might even be helpful to have this kind of "cross-pollination." Garabedian asked and Cartagena suggested deans might be responsible for helping to "assign" these extra-departmental helpers. Javanmard said if we go by division, certain departments would work better together than others: someone in Math or Economics for example might have a more difficult time with Art History outcomes, so we need to ensure the extra-departmental discipline is a related one. Cartagena said the conversations were beneficial when part-time dance faculty were involved; what was time-consuming was getting all that information into separate documents and then uploading them—it was difficult to copy and paste, especially when there were similar observations across courses.

c. Cartagena asked whether there were other issues folks encountered that might inform how to best serve these areas/departments. Fierro said departments in Math, Science, and Engineering (MSE) don't have an issue with balancing the workload because of a system by which unofficial course leads reach out to their part-time faculty to get the CTLs completed. She noted one issue in MSE is that many professors seem confused about what is due this Fall: it is, she said, a huge misunderstanding. Cartagena agreed that outside of the committee's controls has resulted in a kind of perfect storm of confusion. Hopefully, she said, we won't have this problem next year and post-September 25, by which time we'll have moved on with more streamlined processes for next year.

d. Javanmard noted that in 2003 or 2004, when he worked at Riverside Community College, there were established, related departmental relationships (e.g., Economics and Political Science), with outcomes leads/coordinators. This process involved only collecting data from part-timers to input, but it might nevertheless serve as a model for what we need to do now in terms of the CTL processes. Cartagena noted she saw other colleges do this kind of thing: one concern at RHC is that if we say "this person is

	<p>in charge,” then others say, “Okay, that’s not my problem: I don’t need to contribute data.” Javanmard said it was a way to ensure accountability. He said he wouldn’t be in support of faculty supervising other faculty, but they could aggregate data for deans to keep track of who is doing what, when. <i>Cartagena asked Outcome representatives to ask colleagues at other institutions how they handle this particular issue, and that she would do the same for the committee’s consideration, and perhaps even Senate recommendations.</i></p> <p>C. Invite frustrated folks to training sessions, workshops, etc.!</p> <ol style="list-style-type: none"> <li>1. Cartagena observed that frustrations around outcomes work seems to be expressed often by colleagues who haven’t come to any workshops, or looked at the robust support services and resources we offer. Anything the Outcomes Committee can do to ease this frustration will be very helpful, she suggested, as oftentimes folks will have spent more time complaining than actually undertaking outcomes work. If we can direct this energy to productive ends, e.g., helping folks get into the Faculty Resource Center, it couldn’t hurt.</li> <li>2. Cartagena reminded new Outcomes Committee members of the contractual obligations of all faculty members: “5.3.8. Faculty shall be responsible for listing Student Learning Outcomes (SLOs) in their syllabi, for entering SLO assessment data in the appropriate software package, and for engaging in dialogue and writing assessment reports with other faculty for one semester each academic year.” (CBA 2016–19)</li> </ol>
<p>V. <i>Taskstream</i> Access</p>	<p>A. Faculty in training sessions shared with Cartagena that it is more difficult for them to find <i>Taskstream</i> and that the “log-in is no longer available”.</p> <ol style="list-style-type: none"> <li>1. Cartagena noted that <i>Taskstream</i> access was removed from the homepage, but following these concerns, IRP added it back to the homepage.</li> <li>2. Cartagena’s recommendation in workshops and training sessions for faculty members to access <i>Taskstream</i> via <i>Access Rio</i>; she recommended Outcomes reps make similar recommendations to faculty members in their respective areas.</li> <li>3. Also, it bears repeating: Faculty with access issues need to contact the IT Help Desk, include “Taskstream” in the help ticket subject line. At the end of the request, there is a summary to describe more specific access issues (e.g., which courses a given individual may need to access). These directions are in <i>Canvas</i>. The main goal here is to prevent these requests from being sent to IRP and/or Cartagena.</li> </ol>
<p>VI. Faculty Resource Center (FRC) Access</p>	<p>A. The FRC is available in <i>Canvas</i>, and anecdotally it appears as if many faculty members do not know these resources can be accessed there. The FRC aggregates information that is helpful for data input, creating outcomes, and CTL.</p> <p>B. Faculty members need to “click the star” to enable the FRC in a given shell; if they do not see this option, professors should get in touch with the Office of Distance Education at <a href="mailto:desupport@riohondo.edu">desupport@riohondo.edu</a> in order to be added.</p>

<p>VII. Update: Student Learning Outcomes (SLOs) Rubric Feedback Process</p>	<p>A. Cartagena has begun to look at the SLOs for courses that are up for revision by attending the Curriculum Committee’s new Technical Review subcommittee.</p> <p>1. In these subcommittee sessions, recommendations about technical matters are discussed; at this time, the process involves Cartagena asking course originators/revisers whether they have updated outcomes. At the same time—indeed, during the meetings themselves—she is going to <i>Taskstream</i> to make certain the outcomes are there, and that they are up-to-date . If faculty members need help, Cartagena makes appointments to do it, and works to standardize outcomes.</p>
<p>VIII. Update: Program Learning Outcomes (PLOs) Rubric Feedback Process</p>	<p>A. Similarly, Cartagena and Garabedian as well as colleagues on the Outcomes Committee have been meeting with faculty members in the throes of going through program review to look at these PLOs and make certain they are clear and complete. Garabedian noted these conversations are going really well. At the same time, Cartagena is meeting with faculty to make sure outcomes are updated for the catalog, Guided Pathways page, and within <i>Taskstream</i>. Cartagena said she is trying to take out some of the frustration involved with having to record outcomes in multiple places.</p> <p>B. Cartagena asked and Lewis answered that it was “surprisingly enjoyable” to wordsmith Art History PLOs, and led to good conversations with colleagues. Cartagena said that if at any time faculty members want to look at CLOS or PLOs, there is no reason why we can’t provide support, even if they are not up for course revision or program review.</p>
<p>IX. SLO Rubric: Slightly Revised From Spring</p>	<p>A. Cartagena noted that she and Garabedian made some minor modifications to the SLO Rubric (see supplement 1, below) in terms of typography and layout in order to make the document more readable.</p> <p>B. Cartagena went through the new form to highlight particular parts of the new rubric. Javanmard asked what the “comments” column on page 1 were for, and suggested the “On Specificity” portion of the document should be simplified such that the preferred terminology was obvious. Garabedian indicated he could modify the form easily to these ends. Cartagena noted Bloom’s Taxonomy is a useful resource for specificity. Javanmard said streamlining the processes is desirable, which was a nice segue to:</p>
<p>X. “SLO Template”: First Draft</p>	<p>A. Cartagena said Garabedian had joked about coming up with a “Mad Libs-esque” online form to streamline processes and standardize SLOs. As a related first stab, Cartagena and Garabedian developed the SLO Template (see supplement 2, below). The hope here is to make it a “no-brainer” for faculty members developing/revising SLOs.</p> <p>B. Cartagena asked and Seymour and Jaeggi answered that the form looks to make developing/revising SLOs simpler, and which hopefully will obviate folks creating objectives instead of outcomes. Javanmard wondered about an automated system; Garabedian said that he didn’t think such an online form would be too difficult to develop. Seymour asked about levels: i.e., Are there different levels for a degree versus a certification, etc.? Cartagena said we haven’t made any distinctions/differences between outcomes in certificates and degrees.</p>

<p>XI. Institutional Effectiveness Committee (IEC) Updates</p>	<p>A. There are two values statements IEC developed to coincide with recent changes to the College’s mission(/vision/values) statement, and which Cartagena shared to make committee members aware; ideally, outcomes reflect and/or are shaped by the institutional mission:</p> <ol style="list-style-type: none"> <li>1. “Río Hondo College will be the preferred learning institution where academic and professional purposes and passions are achieved in an ever-changing social, global, and technological environment.”</li> <li>2. “Río Hondo College is an ever evolving community-focused institution which embraces diversity, equity, and inclusion as a means to achieve long term personal, professional, and educational goals in an environment which is both caring and rigorous.”</li> </ol>
<p>XII. <a href="#">Kudos</a></p>	<p>A. Cartagena took time to congratulate/give kudos to the Outcomes Committee, which she said is doing an amazing job: committee members especially, she noted, are leading the charge in their areas. And while it’s true that much negativity continues to inhere around outcomes work, increasingly we are receiving more and more positive feedback from colleagues.</p> <p>B. By way of example, Cartagena shared a message from a faculty member about the <i>Taskstream</i> videos in the FRC: “We're trying to help the PT folks learn the ropes and I wanted to review your tutorials to be able to field any questions of theirs. First, your voice is so clear and your intonation so soothing that listening is comforting: a MUCH-needed effect when it comes to listening to directions for <i>Taskstream</i>. Also, your information is so easy to follow. I wonder in how many different videos you had to remind your viewer that ‘check out’ is just like checking a book out from a library. But each time I heard you say it, you didn't sound as though you were going crazy having to repeat yourself. They’re very professional and simple without being simplistic.”</p>
<p>XIII. Update: Communications and Languages</p>	<p>A. The Division of Communications and Languages was attempting to find more meaning in their outcomes process. To this end, at their last division meeting, they made time to look at these SLOs together. Cartagena said she appreciated deans who are taking active roles encouraging, supporting, and allocating time to improve outcomes.</p>
<p>XIV. Guided Pathways</p>	<p>A. Website. Recently, PLOs were missing in the most recent Guided Pathways (GP) updates. Cartagena contacted GP chair Lydia Okelberry Gonzalez about this issue, and is working with Jacqueline Munnerlyno to get these updated to make them accessible.</p> <p>B. Success Teams. The first orientation for the GP Success Teams happened recently; these teams will ensure students are staying on course, and getting what they need, which will ultimately help the committee, and outcomes.</p>
<p>XV. Important Reminders</p>	<p>A. Non-credit courses like those in Public Safety <i>do need</i> CTL or COAT documents. Others, like community services courses, do not.</p> <p>B. As a campus we do not need to revisit timelines until 2023.</p>

<p>XVI. Discussion: Training Session for Next Four Weeks</p>	<p>A. Cartagena has made emendations to address the needs that seem most pressing at this time. She asked and committee members agreed that the next five training sessions look good:</p> <table border="1" data-bbox="391 254 1515 953"> <tr> <td data-bbox="391 254 656 495"> <p><u>Week 5</u> Wednesday, Sep. 16 5–6 p.m. Friday, Sep. 17 1–2 p.m.</p> </td> <td data-bbox="656 254 1209 495"> <p>Program Plan: Close-the-Loop and Timelines</p> </td> <td data-bbox="1209 254 1515 495"></td> </tr> <tr> <td data-bbox="391 495 656 648"> <p><u>Week 6</u> Friday, Sep. 25 12–1 p.m.</p> </td> <td data-bbox="656 495 1209 648"> <p><del>Utilizing Canvas to Gather Outcomes Data</del></p> </td> <td data-bbox="1209 495 1515 648"> <p>Program Plan: Close-the-Loop</p> </td> </tr> <tr> <td data-bbox="391 648 656 802"> <p><u>Week 7</u> Friday, Oct. 2 10–11 a.m.</p> </td> <td data-bbox="656 648 1209 802"> <p><del>Program Plan: Close-the-Loop</del></p> </td> <td data-bbox="1209 648 1515 802"> <p>Utilizing <i>Canvas</i> to Gather Outcomes Data</p> </td> </tr> <tr> <td data-bbox="391 802 656 953"> <p><u>Week 8</u> Friday Oct. 9 12–1 p.m.</p> </td> <td data-bbox="656 802 1209 953"> <p>Crafting Quality Course-level Outcomes</p> </td> <td data-bbox="1209 802 1515 953"></td> </tr> </table>	<p><u>Week 5</u> Wednesday, Sep. 16 5–6 p.m. Friday, Sep. 17 1–2 p.m.</p>	<p>Program Plan: Close-the-Loop and Timelines</p>		<p><u>Week 6</u> Friday, Sep. 25 12–1 p.m.</p>	<p><del>Utilizing Canvas to Gather Outcomes Data</del></p>	<p>Program Plan: Close-the-Loop</p>	<p><u>Week 7</u> Friday, Oct. 2 10–11 a.m.</p>	<p><del>Program Plan: Close-the-Loop</del></p>	<p>Utilizing <i>Canvas</i> to Gather Outcomes Data</p>	<p><u>Week 8</u> Friday Oct. 9 12–1 p.m.</p>	<p>Crafting Quality Course-level Outcomes</p>	
<p><u>Week 5</u> Wednesday, Sep. 16 5–6 p.m. Friday, Sep. 17 1–2 p.m.</p>	<p>Program Plan: Close-the-Loop and Timelines</p>												
<p><u>Week 6</u> Friday, Sep. 25 12–1 p.m.</p>	<p><del>Utilizing Canvas to Gather Outcomes Data</del></p>	<p>Program Plan: Close-the-Loop</p>											
<p><u>Week 7</u> Friday, Oct. 2 10–11 a.m.</p>	<p><del>Program Plan: Close-the-Loop</del></p>	<p>Utilizing <i>Canvas</i> to Gather Outcomes Data</p>											
<p><u>Week 8</u> Friday Oct. 9 12–1 p.m.</p>	<p>Crafting Quality Course-level Outcomes</p>												
<p>XVII. Strategy for Summer Courses</p>	<p>A. Cartagena asked the committee to consider the strategy for courses that are taught only in the summer, e.g., how are faculty who teach these courses expected to close the loop if they are not required to enter data for summer courses? Cartagena has brought this up to Union President Rudy Rios and Academic Senate President Kevin Smith, but we might want to think of other approaches—how can the committee assist in this process? The consideration was tabled as “homework” in the interest of time.</p>												
<p>XVIII. Upcoming Webinars</p>	<p>A. There are two upcoming outcomes-related seminars, both of which are free:</p> <ol style="list-style-type: none"> <li>1. AALHE webinar–Use Self-Reflective Writing to Support Equity in Online Assessments of Student Learning (Sep. 23) : <a href="https://www.aalhe.org/webinars">https://www.aalhe.org/webinars</a></li> <li>2. Assessment Institute in Indianapolis (Oct. 25-28): <a href="https://assessmentinstitute.iupui.edu/registration/index.html">https://assessmentinstitute.iupui.edu/registration/index.html</a></li> </ol>												
<p>XVIII. Adjournment</p>	<p>A. The meeting adjourned at 3:31 p.m. Barman asked and Cartagena said she would send him the recording of today’s meeting.</p>												
<p>XIX. Next Meeting(s)</p>	<p>A. Ad hoc: PLOs under review (Sept. 15: 3:45 PM). Folks able to stay are encouraged to do so: Philosophy Program (Scott Dixon); Political Science Program (Colin Young); Speech Program (Gil Puga); Biotechnology Program (Robert Bethel).</p> <p>B. Standing: October 20 at 2:30 p.m.</p>												

Respectfully Submitted,  
Mike Garabedian, 09/16/2020

Supplement 1. SLO Rubric



**STUDENT LEARNING OUTCOMES (SLOs) RUBRIC**

Outcomes statements must be *measurable* and *specific*. They are learning-centered rather than teaching-centered and are expressed in active verbs such as those found in Bloom’s Taxonomy. There is at least one outcome per unit of instruction, but generally no more than 3-5 outcomes for 3-unit courses is required. *Examples provided on the following page.*

MATH 033 MATHEMATICAL FOUNDATIONS	DOES NOT MEET STANDARDS OF PRACTICE	MEETS STANDARDS OF PRACTICE	COMMENTS (FROM OUTCOMES COMMITTEE MEMBERS)
<b>Purpose</b>	Some or all outcomes and objectives are identical.  Some or all outcomes demonstrate a lack of logical progression and relationship between content/activities, objectives, and outcomes.	All outcomes and objectives are distinct from one another.  All outcomes demonstrate logical progression and relationship between content/activities, objectives, and outcomes.	<i>None ...</i>
<b>Measurement</b>	Some or all outcomes are not written as measurable, specific and student-centered statements, nor do they utilize Bloom’s Taxonomy.	All outcomes are written as measurable, specific, and student-centered statements and utilize Bloom’s Taxonomy.	<i>Could some outcomes be combined?</i>
<b>Alignment to Program-Level Outcomes</b>	Some or all student learning outcomes are not aligned with program-level outcomes.	All student learning outcomes are aligned with program-level outcomes.	<i>All student learning outcomes mapped!</i>
<b>Conventions</b>	Some or all outcomes contain errors in writing, grammar, spelling, and punctuation.  Some or all outcomes are not written clearly, and details are missing.	All outcomes are free from errors in writing, grammar, spelling, and punctuation.  All outcomes are written clearly and with detail to ensure understanding.	<i>None ...</i>

**ADDITIONAL FEEDBACK FOR MATH 033: COULD SOME OUTCOMES BE COMBINED?**

**Outcome 1: Application with Rational Numbers**

*Students will use an appropriate operation or operations to answer the question posed in a real-life situation involving rational numbers.*

REVISED: Presented with a real-life situation involving rational numbers, students will correctly solve the appropriate operation or operations.

**Outcome 2: Integer Computations**

*Students will compute sums, differences, products and quotients of integers without a calculator.*

REVISED (Combined Outcomes 2 and 3): Without a calculator, students will correctly compute sums, differences, products, and quotients of integers and evaluate a numerical expression using the order of operations agreement.

**Outcome 3: Order of Operations**

*Students will evaluate a numerical expression using the order of operations agreement without a calculator.*

SEE ABOVE: Combined with Outcome 2.

**Outcome 4: One-Step Equation Solving**

*Students will solve a simple (one-step) linear equation.*

REVISED: Provided \_\_\_\_\_ data, students will correctly solve a simple (one-step) linear equation.

**Outcome 5: Application with Integers**

*Students will write an equation using a variable to describe a real-life situation involving an unknown integer.*

REVISED: Presented a real-life situation involving an unknown integer, students will correctly write an equation utilizing the variable.

**Outcome 6: Order of Operations with Rational Numbers**

*Students will use the order of operations agreement to compute correctly with rational numbers.*

REVISED: Provided a problem including rational numbers, students will use the order of operations agreement to compute correctly with rational numbers.

**Outcome 7: Application with Percentages**

*Students will use percentages to solve a real-world problem.*

REVISED (Combined Outcomes 7 and 8): Presented with a real-life problem, students will correctly solve using percentages, ratios, and/or rates.

**Outcome 8: Application with Ratios or Rates**

*Students will use ratios or rates to solve a real-world problem.*

SEE ABOVE: Combined with Outcome 7.



Poor Outcome ☹️ Too general and difficult to measure.	Better Outcome 😊 ... But still very general and challenging to measure.	Best Outcome 😊😊😊 Specific and measurable.
<i>Students will appreciate dance.</i>	<i>Students will appreciate dance in a live or recorded concert.</i>	In a live or recorded dance concert, students will successfully analyze the salient components of the work including the categories of body, effort, space, and shape.
<i>Students will understand the use of correct grammar and literary devices.</i>	<i>Students will demonstrate the use of correct grammar and various literary devices.</i>	In a final research paper, students will appropriately utilize grammar and various literary devices.
<i>Students will list the benefits of exercise science.</i>	<i>Students will explain the purpose of exercise as a stress reduction tool.</i>	Provided with an anonymous sample health history, students will devise a personalized exercise plan focused on reducing stress.
<i>Students will understand the scientific method.</i>	<i>Students will apply the scientific method in problem solving.</i>	Provided with a dataset from the previous semester, students will successfully design a grounded research study based on the scientific method.
<i>Student will understand various essay types.</i>	<i>Student will write in various essay styles, such as descriptive and persuasive.</i>	Presented with a topic, students will distinguish between and compose three different style essays: descriptive, process, and persuasive.

#### HOW ARE OUTCOMES DIFFERENT FROM OBJECTIVES?

Outcomes are typically broader and may be themed clusters of course objectives identified in the course outline of record (COR). Some practitioners believe outcomes are more student-centered than objectives, whereas objectives are more teacher-centered.

**Objectives:** A course *objective* describes what a faculty member will cover in a course. Objectives are generally less broad than goals, and broader than student learning outcomes. Analogy: Objectives are like the *ingredients* and the *recipe*; outcomes are the final product—the *cake*.

#### Examples of Objectives:

- Students will gain an understanding of the origins of art history.
- Students will read and analyze seminal works in twentieth-century American literature.
- Students will study the major regulatory agencies.

**Outcomes:** An *outcome* is a detailed description of what students must be able to do at the conclusion of a course. The best outcomes will include a description of the conditions (i.e., when given *x*, the student will be able to *y*), and the acceptable performance level.

**Examples of Outcomes:**

- Government: Given a major decision by a governmental leader, students will identify the major factors that the leader had to consider, and discuss why the action was taken and what apparent trade-offs were made.
- Economics: In a final paper, students will demonstrate graphically and explain how a change in expectation will affect the loanable funds market.
- Music: Presented with musical selections, students will identify the one that are examples of chamber music, and be able to identify form, texture, and makeup of the ensemble.
- Art: Provided with a print, students will identify whether it is a woodcut, etching, or lithograph, and list the characteristics on which this identification is based.
- Psychology: Given a case study, students will identify whether it describes a case of schizophrenia, and if so, which of the following schizophrenic reactions are involved: hebephrenic, catatonic, or paranoid.
- Management: Based on readings, case studies, or personal experience, students will identify those activities most likely to distinguish effective, well-managed technology development programs from ineffective programs.
- Statistics: Given two events, students will determine whether they are independent, or whether there is a relationship between them; on the basis of this determination, students will select and use the appropriate rules of conditional probability to determine the probability that a certain event will occur.

**ON SPECIFICITY**

<b>Words Open to Many Interpretations ☹</b>	<b>Words Open to Fewer Interpretations ☺</b>
<i>To know</i> <i>To understand</i> <i>To really understand</i> <i>To appreciate</i> <i>To full appreciate</i> <i>To grasp the significance of</i> <i>To enjoy</i> <i>To believe</i>	<i>To write</i> <i>To recite</i> <i>To identify</i> <i>To sort</i> <i>To solve</i> <i>To construct</i> <i>To compare</i> <i>To contrast</i>

## supplement 2. SLO Template



### OUTCOMES TEMPLATE

Structurally, outcomes statements can be simple in design. One common form is a sentence of two clauses, where the first clause describes the situation, and the second an expectation/s: In other words, the first part of the outcomes statement needs to describe the assessment tool or situation, and the second part needs to focus on the specific details of the outcome using verbs from Bloom's Taxonomy, or its 2001 update, *A Taxonomy for Teaching, Learning, and Assessment*.

The list below provides some examples to get you started.

Mix and match: Select from column **A** and **B** as needed to best support the intent of your outcome.

ASSESSMENT TOOL/SITUATION		BLOOM'S TAXONOMY
Presented with	an example of _____	students will correctly <b>identify</b> _____
Provided with	an image of _____	students will successfully <b>design</b> _____
Given	a specimen of _____	students will effectively <b>analyze</b> _____
While participating in	a model of _____	students will accurately <b>recognize</b> _____
In	a sample of _____	students will <b>explain</b> _____
	a real-life problem	students will <b>create</b> _____
	a concert performance	students will <b>demonstrate</b> _____
	a research topic	students will <b>devise</b> _____
	a short story passage	students will <b>distinguish</b> between _____ and _____
	a clinical study	
	a play rehearsal	
	a laboratory setting	

EXAMPLES
Presented with a rock, students will correctly identify whether it is igneous, metamorphic, or sedimentary.
While participating in a concert performance, students will demonstrate correct voice projection techniques.
Given an image of an unnamed twentieth century painting, students will correctly identify the artist's style and explain the style's social-historical context.
Given a short story passage, students will explain how its style and imagery exemplifies H�el�ene Cixous' concept of <i>l'écriture feminine</i> .
Provided with a dataset from the previous semester, students will successfully design a grounded research study based on the scientific method.
In a final research paper, students will successfully utilize correct grammar and various literary devices.
Given an anonymous sample health history, students will devise a personalized exercise plan focused on reducing stress.
Presented with a non-functional computer, students will correctly identify the source of the problem and devise a plan to repair the device.
In a laboratory setting, students will demonstrate how to properly dispose of three kinds of biohazardous materials.